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ABSTRACT

This document presents the learning goals for children participating in Georgia's prekindergarten program. Twenty-three learning goals with accompanying subgoals are delineated in the following areas: (1) language development; (2) mathematical development; (3) scientific development; (4) creative development; (5) physical development; and (6) social and emotional development. Examples of appropriate materials or activities are included for each subgoal. (KB)

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Office of School Readiness

Georgia Prekindergarten Program

Learning Goals

LANGUAGE DEVELOPMENT

1. Children will develop and expand receptive language (listening) skills.

- **Children will listen to and follow spoken directions.**
- **Children will engage in conversations with peers and adults.**
- **Children will increase their vocabulary.**

Examples of appropriate materials or activities include:

- **Starting a hand-clapping pattern and asking the children to first listen to the pattern and then join in. Children can also be asked to provide hand-clapping patterns.**
- **Having the children retell a story the teacher has just read or told, emphasizing the sequence of the story.**
- **Choosing a category (such as foods, toys, animals, or holidays) and having the children name many examples of items in that category. If needed, ideas can be generated by showing pictures and/or asking questions. Children's responses can be recorded on charts or in class books, such as "Our Book of Foods."**
- **Playing "Simon Says."**
- **Playing a listening game such as "Telephone" in which a short phrase is whispered in a child's ear and the child repeats in a whisper what they have heard to the next child and so on. At first, the game might be simplified by asking a child to whisper something in another child's ear and the second child repeating for the class what they think they heard.**

2. Children will develop and expand expressive language (speaking) skills.

- **Children will speak with appropriate volume, intensity and tone.**
- **Children will ask relevant questions and share experiences individually and in groups.**

Examples of appropriate materials or activities include:

- **Using different voices for characters in stories being read aloud or told, model ways speech can be modified by changing the volume, intensity and/or tone. Examples of such stories include the Three Bears and the Three Billy Goats Gruff.**
- **Providing role playing activities where different levels of volume would be used such as when a baby is sleeping or when calling to someone standing far away).**
- **Having children dictate stories during small group time about experiences they have had.**
- **Having children dictate stories to go along with wordless picture books, such as those about Carl the dog.**
- **Reading a story part of the way through and having students predict what will happen next.**
- **Having children create different endings for familiar stories.**

- **Using meal times to discuss experiences with the children and asking open-ended questions to help extend their conversations.**

LANGUAGE DEVELOPMENT (continued)

3. Children will begin to develop age-appropriate writing skills.

- **Children will develop and enhance fine motor skills through manipulating a variety of materials.**
- **Children will observe and participate in a variety of writing activities focused on meaningful words and print in their environment.**
- **Children will have opportunities to use writing materials on a daily basis.**

Examples of appropriate materials or activities include:

- **Incorporating activities and materials in the daily lesson plan to foster the development of fine motor skills such as fingerplays, using tongs and tweezers, play dough, scissors, hole punchers, eye droppers, lacing cards, tools, chopsticks, creating toothpick sculptures, putting pegs in pegboards, stringing beads, screwing on jar lids, tearing paper, clipping clothes pins, screwing nuts onto bolts, or putting together puzzles.**
- **Offering multiple opportunities for children to write in an environment accepting of their developmental writing ability.**
- **Having children "sign in" when they arrive in the morning or "sign up" on a waiting list for a popular activity.**
- **Displaying alphabets at the children's eye level in various parts of the classroom.**
- **Providing a variety of pencils and props to encourage writing in the different center areas:**

name cards and cards with words and pictures in the writing area; counter checks, grocery store advertisements with paper to make grocery lists, telephone books and message pads beside the telephone in the house area; materials to make books, cards, or write messages in the art area; paper, tape, dowels and play dough to make signs or enhance structures in the block area; and paper or blank books in the science area to record observations of animals or results of experiments.

- **Providing opportunities for children to draw or write using materials such as brushes and water, feathers, roll-on bottles, squeeze bottles, salt boxes, erasable tablets, shaving cream, or zip-lock bags with hair gel in them.**

LANGUAGE DEVELOPMENT (continued)

4. Children will begin to develop age-appropriate strategies that will assist them in reading.

- Children will associate symbols with objects, concepts, and functions and respond to these symbols

in their environment.

- Children will understand that language can be written and read by others.
- Children will hear literature and other print being read or told on a daily basis.
- Children will dramatize, tell, and retell poems and stories.
- Children will develop and enhance letter recognition skills through observing and discussing meaningful letters and words in their environment.
- Children will participate in literacy activities on a daily basis.

Examples of appropriate materials or activities include:

- Using symbols to stand for words in the classroom such as weather symbols (cloudy, sunny, rainy) on the weather board, child-selected symbols before children are able to write or read their given name, symbols for the different learning areas, and symbols for the jobs of helpers.
- Encouraging children's interest and knowledge of books by placing appropriate books in each learning area such as cook books, newspapers, magazines or bedtime story books in the house area, counting or shape books in the math area, plant, animal, or simple science books in the science area, books with many pictures of buildings or "how to build" books from a home building center in the block area, and picture books of paintings or stories about mixing colors (for example, Little Blue and Little Yellow by Leo Lionni) in the art area.
- Displaying alphabets at the children's eye level in various parts of the classroom.
- Choosing quality children's literature to read aloud. Young children seem to particularly enjoy those books that make use of rhyme, rhythm, and/or repetition.
- Making a chart of children's favorite songs and fingerplays with both words and picture clues. Children can be asked to select from the chart during large group time.
- Creating class adaptations of repetitive books such as Brown Bear, Brown Bear by Bill Martin, Jr.
- Making a story box by covering the inside lid of a cigar box with flannel and placing flannel figures for favorite stories or finger plays inside the box. Children can retell the stories using the figures.
- Having word/picture cards available for children to read and/or copy.
- Creating an inviting reading area in the classroom. Props that might entice children include an attractive display of colorful books, a comfortable place to sit, a reading lamp they can turn on, and glasses with either no lens or clear plastic lens they can wear while reading. The flannel board can also be a part of this area.
- Using environmental print to make an I Can Read book. Cut out logos from fast food restaurants and write the name below. Cut out other common logos and names from household and food products. Glue the logos to construction paper, write names below, add covers and bind.
- Using the front of cereal boxes to make a cereal box book. Cut the front off several boxes, add a cover and bind together with rings.
- Introducing letters to children through writing words that normally occur and recur in classroom discussions, such as the letters children's names begin with, the letters the names of months and holidays begin with, and topics of interest to children. For example, "S" would occur naturally in discussions of September, Santa, snow, spring, summer, sun, and so on.
- Using language experience activities frequently with children, such as in making class books, writing daily news, writing children's responses to questions, or in recounting a field trip or special experience.

MATHEMATICAL DEVELOPMENT

1. Children will classify or sequence objects or events by using one attribute at time.

- Children will manipulate objects through play to identify similarities and differences.

- Children will sort and classify materials in more than one way.
- Children will classify, sort, and sequence objects using their own criteria.
- Children will be able to explain their classifying, sorting or sequencing strategy.

Examples of appropriate materials or activities include:

- Having children sort themselves according to a particular attribute such as hair color, type of shoe, color of clothing. Count each time children have been classified into a group, discussing the concepts of more and less. Use the information to create a graph.
- Asking children to "line up" by a particular attribute.
- Providing many types of materials for sorting and classifying - shells, keys, cereal, pebbles, bottle caps, nuts, bolts, etc. Provide plates, egg cartons, etc. for children to use in grouping objects that are "all the same."
- Using a variety of fruits or vegetables, discuss different ways the foods could be sorted. Provide a floor graph for children to use in sorting and graphing. The fruits or vegetables can then be used to make a salad.

2. Children will identify and create patterns.

- Children will recognize, copy, extend, and create patterns with objects and in drawings.
- Children will participate in activities using materials with a variety of properties (color, size, shape, object name) in identifying, extending, and creating patterns.

Examples of appropriate materials or activities include:

- Demonstrating simple patterns using children (boy-girl pattern, stand-sit pattern, high-low pattern), objects or a flannel board.
- Having children recreate patterns using lacing beads, colored pasta, peg boards, poker chips, or other manipulatives.
- Asking children to look for patterns in their classroom and/or clothing.
- Creating and using pattern cards utilizing various colors, sizes and shapes with appropriate manipulatives.
- Providing index cards with toothpicks glued to them in various patterns. Children can then duplicate and extend the patterns with loose toothpicks.
- Creating simple visual patterns on a flannel board, chart, or daily calendar. Children then recreate the pattern using movements such as a clap/snap pattern.
- Providing opportunities for children to create own patterns for others to follow and extend.

MATHEMATICAL DEVELOPMENT (continued)

3. Children will develop an understanding of numbers.

- Children will participate in activities related to number sequencing and counting.
- Children will manipulate a variety of objects and describe their observations about quantity and comparative relationships (more, less same).
- Children will participate in activities that attach numeral names, in order, to a series of objects in a group.
- Children will participate in activities that associate numbers with objects.

Examples of appropriate materials or activities include:

- Placing a handful of items daily in a see-through container and asking children to estimate the number and record their estimates on a chart or in a book. As the year progresses, children can write their own name or symbol along with their number estimate.
- Counting the number of boys and girls present. Using interlocking cubes with Velcro on the back, have the children count and affix the correct number of cubes on a chart illustrating the number of boys and girls. Use a wipe-off marker to write the representative numerals.
- Utilizing mathematical language whenever possible, specifying the number of objects being needed or discussed, such as "John, please get our group five spoons", or counting the number of times a child swings, number of ball bounces, number of steps up the slide.
- Using finger plays that involve counting, such as "Five Little Monkeys", incorporating flannel board shapes or actual objects to give further opportunities for counting.
- Asking children to pass out utensils, napkins, cups at snack time to reinforce one-to-one correspondence.

4. Children will develop an awareness of simple time concepts.

- Children will recall past experiences.
- Children will start/stop an action on signal.
- Children will use terms such as before, after, yesterday, tomorrow, morning, afternoon, day and night appropriately.
- Children will experience/describe different rates of speed such as fast and slow.
- Children will participate in activities using a variety of time instruments.

Examples of appropriate materials or activities include:

- Using a daily classroom schedule/time line that designates each activity period. Add photographs or illustrations paired with words and the possibly code by color morning and afternoon activities.
- Using a weekly calendar, indicate special days such as birthdays, field trips, or holidays and use terms such as yesterday, today or tomorrow in discussing them.
- Playing simple games such as Red Light/Green Light or Musical Chairs.
- Creating paper plate clocks with movable hands that can be set for a specific time such as snack, story, or outdoor play. Have the children watch for the matching time on a real clock.
- Using a variety of timers (such as hour glass, egg timer, kitchen timer, alarm clock) to establish time limits.
- Using a certain song for clean-up that allows children to estimate time.
- Using children's music that allows children to move in a variety of ways.
- Using terms such as fast and slow, provide opportunities for children to select ways tasks are to be completed, such as "Walk slowly to the slide and then walk fast to the swing."

SCIENTIFIC DEVELOPMENT

1. Children will actively explore their environment.

- Children will observe, compare, classify, measure, predict, hypothesize, and infer.
- Children will have opportunities to explore the world and materials around them, and share their findings with others through discussions, charts, graphs, etc.
- Children will participate in a variety of science experiences utilizing age appropriate scientific

equipment and collections of materials.
- Children will apply previously learned information to new situations.

Examples of appropriate materials or activities include:

- Providing a variety of scientific materials/equipment such as magnets, magnifying glasses, microscopes, telescopes, binoculars, scales and/or balances for the children's use in exploring their environment.
- Using floor graphs for the comparison and classification of real objects such as shoes, leaves, or bugs.
- Providing opportunities for the children to explore concepts such as sink and float, magnetic and non-magnetic materials, which surfaces absorb liquids, which substances will dissolve in water, and how long can different plants grow without water. To extend the learning, children can be asked to predict the outcomes of the experiments prior to conducting them, to give their best answer (hypothesize) as to why certain events occur, and to infer new ideas based on their findings.
- Recording the observations and/or results of the children's scientific investigations on charts or in class books.

2. Children will acquire scientific knowledge related to life science.

- Children will take care of familiar plants and animals in the classroom.
- Children will observe, explore and describe a wide variety of live animals, plants, and scientific tools.
- Children will participate in activities related to preserving their environment.

Examples of appropriate materials or activities include:

- Providing a variety of materials such as indoor/outdoor gardening tools, watering cans, sprayers, misters, leaves, seeds, pine cones, bark, bird feeders, collections of bones and teeth (bleached for safety), donated x-rays of bones and teeth, nature books and magazines, recycled yogurt and milk cartons to plant in, recycled lids and grocery trays to put under plants, and recycled ice cream sticks for labeling plants.
- Providing a variety of plants/animals for the children to observe and explore including non-toxic house plants and pets (fish, gerbils, hamsters, etc.).
- Taking nature walks to collect samples (leaves, twigs, bugs, etc.) for the children to observe using magnifying glasses and bug viewers.
- Providing soil, seeds, and containers for the children to use to grow their own plants either as a small group activity or independently in the science area.
- Assisting the children in creating schedules for the care of live animals/plants in the classroom.
- Providing opportunities for the children to observe live animals/plants and scientific tools by taking field trips to farms, zoos, petting zoos, nature preserves, botanical gardens, science centers and science museums and describe these observations in experience stories.
- Assisting the children in creating their own 'landfill' to observe the changes that occur to man-made and natural materials over time using a plastic tub, soil, and a variety of materials such as plastic bottles, newspapers, cardboard, cans, and food scraps (banana and apple peels).
- Planting a tree for Arbor Day.
- Providing art materials to do leaf rubbings, vegetable printmaking and plant collages.

SCIENTIFIC DEVELOPMENT (continued)

3. Children will acquire scientific knowledge related to physical science.

- Children will investigate and describe the states of matter (solids and liquids).
- Children will actively explore simple machines, magnets and electricity as the foundation of their knowledge of physical science concepts.

Examples of appropriate materials or activities include:

- Providing a variety of materials including metal and nonmetal objects, wheels, gears and pulleys, tongs and tweezers, balance scales, indoor and outdoor thermometers.
- Visiting local science centers/museums(such as SciTrek or a local college or high school science laboratory) to observe and explore simple machines, magnets and electricity. (Note: The teacher should first visit all field trip sites to select age-appropriate activities.)
- Melting ice cubes in sunlight (solid to liquid).
- Putting a container of water in the freezer (liquid to solid).
- Providing a variety of magnets (bar, horseshoe and round) for children's exploration.
- Using a variety of classroom materials including scissors, a screwdriver and unit/hollow blocks to demonstrate simple machines.
- Providing a variety of nuts and bolts for the children to sort, classify and/or match.
- Placing a bucket or other container outside filled with water and asking the leader each day to report whether the water is solid or liquid and the relative temperature (cold or hot) of the water. Children can be asked to predict before the water is checked what the outcome will be.

4. Children will acquire scientific knowledge related to earth science.

- Children will recognize characteristics of different seasons.
- Children will participate in activities to explore the earth (rocks, soil, air) and sky (clouds, sun, moon, stars).

Examples of appropriate materials or activities include:

- Providing a variety of materials including wind socks, pinwheels, an air pump, water, sand, gravel, pebbles, stones, rocks, shells, plastic pails, buckets, shovels, boats and bath toys, recycled packing pieces, cork, cardboard, foil, and waxed paper for floating and sinking experiments.
- Taking nature walks during different seasons to examine the changes in leaves, plants, trees and flowers.
- Providing a variety of clothing for children to sort for wearing during different seasons.
- Taking a trip to a planetarium or a star lab. (Note: The teacher should first visit all field trip sites to select age-appropriate activities.)
- Providing prisms for children to experiment with light (colors, rainbow).
- Classifying materials by their use for day/night time activities (flashlight, sunglasses, suntan lotion, small night light, etc.).
- Tracing their shadow with chalk onto sidewalks, pavement, etc. and comparing taller, shorter, wider.

SCIENTIFIC DEVELOPMENT (continued)

5. Children will acquire scientific knowledge related to health science.

- **Children will participate in a variety of activities leading to an understanding of nutrition, exercise, and healthy living.**
- **Children will discuss and utilize appropriate safety procedures for home, school, outdoors, playground, vehicles, bicycles, etc.**

Examples of appropriate materials or activities include:

- **Providing examples of the food pyramid including which foods they need most and creating a food pyramid collage for the classroom by having children cut food pictures from magazines.**
- **Providing or letting the children prepare healthy snacks including fruits and vegetables.**
- **Providing bathroom scales for children to weigh themselves and other objects in the classroom.**
- **Providing indoor and outdoor equipment for play including balls, hula hoops, tricycles, wagons, climbers, and swings.**
- **Providing activities that demonstrate ways to prevent the spread of germs including washing hands before meals, after using the restroom, using a tissue to sneeze/cough, brushing teeth and bathing regularly.**
- **Providing opportunities and props for dramatic play to enact 'stop, drop and roll', fire drills, tornado drills, wearing seat belts, using appropriate responses for answering the phone for emergency phone calls, etc.**
- **Inviting health care professionals such as dentists and doctors to discuss good health habits.**
- **Taking field trips to health related facilities in your community such as hospitals, farmer's markets, and grocery stores. (Note: The teacher should first visit all field trip sites to select age-appropriate activities.)**
- **Providing helmets, knee pads and elbow pads for bike and tricycle safety.**

CREATIVE DEVELOPMENT

1. Children will express their individuality through many types of representation

including music, movement, and drama.

- Children participate in activities using objects as symbols for other things, such as a scarf to represent bird wings or a hoop to represent their house.
- Children will engage freely in dramatic play.

Examples of appropriate materials or activities include:

- Providing a variety of real life materials (appliances, food containers, clothing, suitcases, costumes) in the house area.
- Providing a variety of objects such as corks or wooden cubes to represent food in the house area.
- Creating indoor or outdoor environments based on children's interests (such as a house, fire station,

or beauty parlor).
- Providing scarves, streamers, or bean bags in the music area or during large group time.

2. Children will have opportunities to share what they have learned through

drawings, constructions, discussions, making charts, etc.

- Children will talk about their work with teachers and other children.
- As the year progresses, children will be involved in increasingly complex activities.

Examples of appropriate materials or activities include:

- Taking photographs of children's work and displaying on the bulletin board along with dictation.
- Displaying children's unique creations in a "gallery", inviting other classes or parents to tour the gallery with the children available to discuss their work.
- Recording children's dictation about results/observations of experiments, recollections of field trips, retelling of stories on charts.

3. Children will develop confidence and a positive self-concept as they engage in the

creative process.

- Children will display pride in their own creative work, and respect for the creative work of others.
- Children will have daily opportunities to use different types of symbolic representation (art, print, drama, dance, construction) to express their own ideas.
- Children will contribute original ideas and exhibit flexibility in play and creation of products.

Examples of appropriate materials or activities include:

- Providing a variety of cardboard boxes and tubes and tape for construction.
- Providing easel painting with a variety of colors of paint daily as a choice during learning center time.
- Providing an art area daily with a variety of materials for children to create collages or drawings.
- Providing a variety of props in the block area.

CREATIVE DEVELOPMENT (continued)

4. Children will acquire knowledge about the arts and artists.

- Children will be exposed to a variety of art, music, literature and drama.
- Children will attend plays, musical performances, museums and visual arts exhibits.

Examples of appropriate materials or activities include:

- Reading a variety of literature to the children (poetry, non-fiction, fairy tales, nursery rhymes, quality fiction).
- Providing different types of literature in the book area.
- Placing content related books in appropriate areas such as a counting book in the math area or a

book about trucks in the block area.
- Inviting writers, actors, artists and/or musicians to the classroom to discuss their work.
- Using a variety of music (such as classical, jazz, or children's music) during music time and various times of the day.

PHYSICAL DEVELOPMENT

1. **Children will gain coordination through participation in physical activities.**

- Children will participate in activities that develop strength and endurance.
- Children will participate in movement activities involving balance, weight transference and large muscle development (running, galloping, climbing stairs, throwing, catching, kicking, dancing, bending, etc.).

Examples of appropriate materials or activities include

- Including props in movement and music activities such as crepe paper streamers, ribbons, or scarves.
- Having children keep a steady beat by patting knees. Children can then suggest other parts of body to pat to a steady beat. (Paper plates can also be used to pat a steady beat.)
- Making a fitness trail outdoors (or indoors on a rainy day) using signs with words, pictures, and arrows showing the children what to do and where to go next (run to next sign, tip toe to next sign).
- Taping a line on the floor and having children walk along the line.
- Providing balls, hoops, bean bags and tricycles for children to use during outside time.

2. **Children will participate in activities that foster fine motor development and use small muscles to improve a variety of fine motor skills.**

- Children will use manipulative materials such as lacing boards, scissors, eating utensils, puzzles, construction toys, etc. that vary in size and skill requirement.
- Children will have opportunities to use a variety of drawing and printing materials.

Examples of appropriate materials or activities include:

- Having children lace pasta that has been colored with rubbing alcohol and food coloring.
- Having a cutting party by providing an assortment of paper, magazines, etc. and scissors and allowing children to cut the paper.
- Incorporating holding and grasping activities and materials in the daily lesson plan to foster the development of fine motor skills such as picking up and playing with small toys, placing small objects at the sand and water table, digging with small garden tools, measuring with cups and measuring spoons, stirring with large spoons, cutting/spreading with dull knives, painting on large paper, dusting with feather dusters, beating drums with drumsticks, and tapping out rhythms with rhythm sticks.
- Providing opportunities for children to write by including writing materials in all center areas: pads for lists and telephone messages, appointment books, and clipboards in housekeeping area; materials for making signs for block structures and paper for tickets and reports for policemen in the block area; and cards with words and pictures for children to copy, materials for making books and cards and a large variety of paper and writing implements in the art or writing center.
- Encouraging and supporting the children's writing efforts by displaying throughout the classroom.

SOCIAL AND EMOTIONAL DEVELOPMENT

1. Children will develop self-help skills.

- **Children will develop or enhance their ability to complete common tasks independently.**

Examples of appropriate materials or activities include:

- **Supporting children in their efforts to complete common tasks independently such as zipping, buttoning, putting on shoes, washing hands, eating with spoon and fork, putting materials and belongings away, cleaning up spills, and managing bathroom facilities according to the established routine.**
- **Involving children in classroom responsibilities such as setting the table for meals and/or snacks, pouring juice or milk, taking equipment outside, and passing out materials.**

2. Children will develop social awareness.

- **Children will show an awareness of and respect for desires of others.**
- **Children will show concern for fairness and what happens to other children.**

Examples of appropriate materials or activities include:

- **Modeling respectful ways of interacting with others and using materials.**
- **Providing dolls, puppets and books in learning areas and activities.**
- **Referring one child's questions and concerns to another child.**
- **Adopting a problem-solving approach to conflict.**

3. Children will freely participate in a supportive classroom community.

- **Children will share equipment/ materials and take turns in activities.**
- **Children will participate in group activities where their contributions are accepted and recognized.**

Examples of appropriate materials or activities include:

- **Using a timer to set a limit on time with popular activities.**
- **Utilizing props such as a talking stick or a talking hat to help children learn to take turns in group discussions (children can talk only when they are holding the "talking stick" or wearing the "talking hat").**
- **Incorporating children's ideas into the lesson plans for small group, large group and other activities.**
- **Having children participate in activities as leaders as well as participants.**
- **Developing stories where each member of the group contributes. These stories can be recorded by the teacher on charts, dramatized by the children, and/or made into class books.**
- **Providing many choices in learning areas.**
- **Adhering to a consistent daily schedule.**

SOCIAL AND EMOTIONAL DEVELOPMENT (continued)

4. Children will develop self discipline and follow established rules.

- Children will adhere to reasonable classroom rules and routines.
- Children will take responsibility for their choices.

Examples of appropriate materials or activities include:

- *Limiting the number of rules established to a few of the most important.*
- *Letting the children help establish the classroom rules.*
- *Using pictures, photographs or other symbols along with the words when posting the rules in the classroom.*
- *Writing the words in a positive manner that expresses what children should do rather than what they shouldn't do such as, "We walk in the building" rather than "We don't run in the building."*
- *Reading, discussing and role playing children's stories concerning choices. (Books such as those about the Berenstain Bears would be effective.) Props can also be used to further involve the children in discussions.*

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